

Culture, Context, & Connections



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The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

current topics

- Advancing Education Effectiveness: Intersecting School Mental Health and School-Wide Positive Behavior Support
- Creating Safe Schools through Positive Discipline
- Bully Prevention in SWPBS
- Basic PBIS to BIP Trainer's Manual
- Module 1: Defining and Understanding Behavior

upcoming events

- Texas Behavior Support State Conference Administrator
- Preschool Conference June 2014
- Region 4 Education Service Center Houston, Texas

presentations

- Slides from Training
- Conference Presentations
- Presentations

getting pbis in my school

videos

Presentations

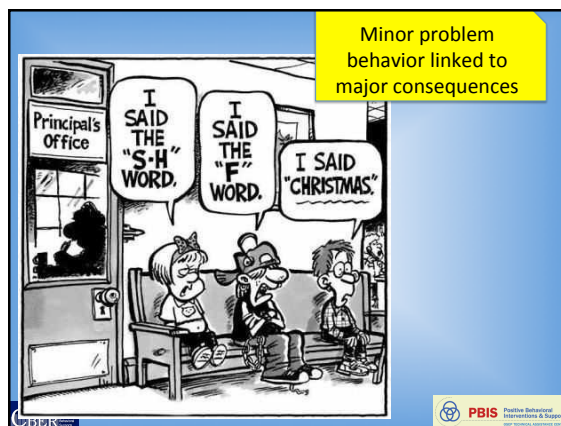
explore what's new

PURPOSE

Enhance our appreciation of culture & implementation of effective practices & systems

ORGANIZER

- Theory of Action
- PBIS Features
- Culture
- Conclusions



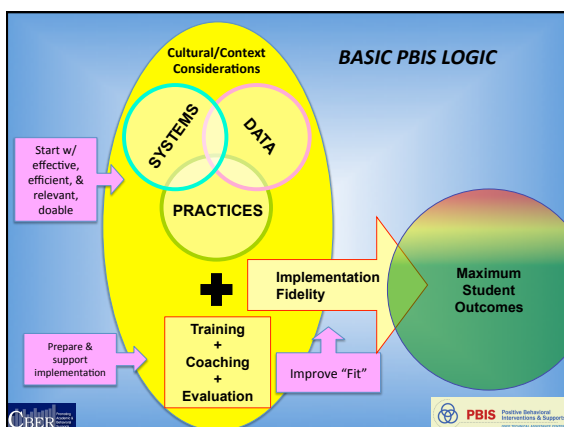
Minor problem behavior linked to major consequences

Principal's Office

I SAID THE "S-H" WORD.

I SAID THE "F" WORD.

I SAID "CHRISTMAS."



CIVIL RIGHTS DATA COLLECTION

Data Snapshot: School Discipline

U.S. Department of Education Office for Civil Rights

Issue Brief No. 1 (March 2014)

For other data snapshots in the series, visit the CRDC at: www.ocrdata.ed.gov

INSIDE THIS SNAPSHOT: School Discipline, Restraint, & Seclusion Highlights

- Suspension of preschool children, by race/ethnicity and gender (new for 2011-2012 collection):** Black children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of-school suspension; in comparison, white students represent 43% of preschool enrollment but 26% of preschool children receiving more than one out of school suspension. Boys represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 54% of preschool enrollment.
- Disproportionately high suspension/expulsion rates for students of color:** Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 16% of black students. American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions.

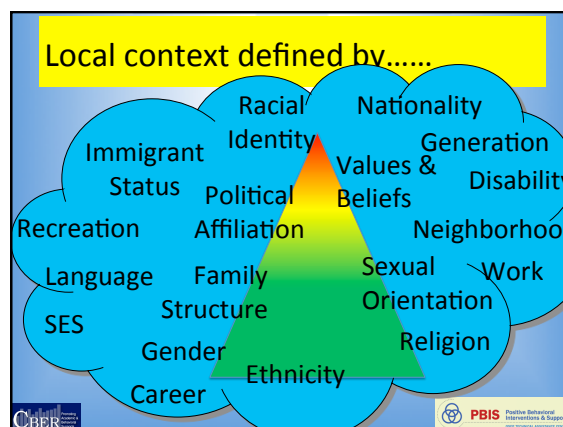
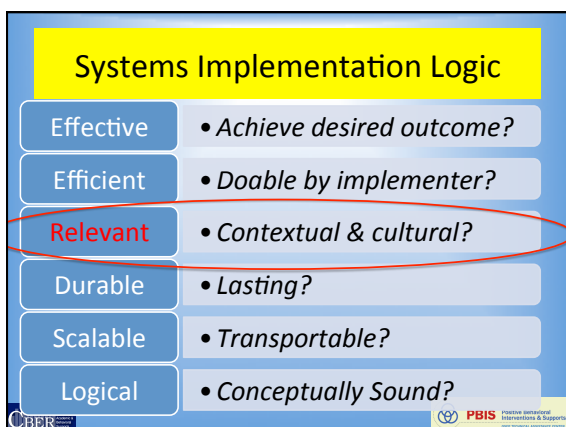
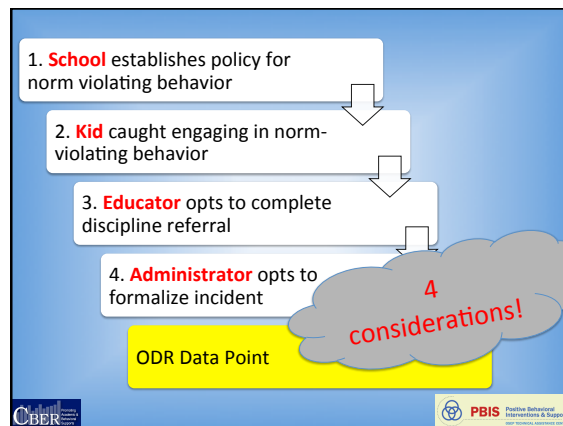
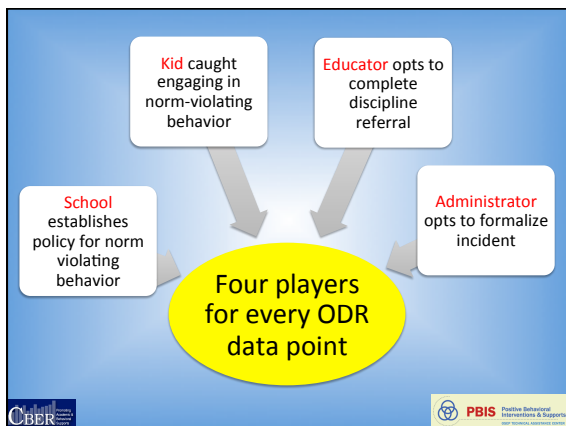


Table 1. Cultural Definitions and Discipline

| Source | Discipline | Definition |
|-----------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Dictionary | Anthropologists | Pattern of human knowledge, belief, and behavior; customary beliefs, social forms, and material culture of a particular people, society, or group. |
| Researcher/social scientist | Psychologists | Artificially constructed concepts and terms that are used to describe and explain human behavior. |
| Sociologists | Political Scientists | Results of human action passed on to future generations independently of the intentions of the actors. |
| Psychologist | Historians | Results of behavior whose component elements are shared and learned by the members of a group. |
| Educator | Philosophers | The manifest habits of a group in which the results of behavior are the product of the group's habits. |
| | Educators | Human behavior, language, customs, institutions, and material culture. |

Define culture differently

"Culture." 2008. In Merriam-Webster Online Dictionary. merriam-webster.com/dictionary/culture.

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Culture is central in discussions related to

- Diversity,
- Disproportionality,
- Inequity/disparity,
- School discipline,
- Academic achievement, &
- Disability.

However, education community struggles w/ conceptualization of culture that enhances our

- Understanding of culture,
- Effective communications & expressions of our unique experiences, &
- Actions that realize meaningful benefits for all students.

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Our Challenge

- Is SWPBS "culturally relevant"?
- Can SWPBS become more culturally relevant?
- What does culturally relevant SWPBS implementation look like?
- How do we measure impact of a culturally relevant implementation of SWPBS?

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Early Conclusion #1

Many students & adults do not experience schools as culturally & contextually relevant, & as a result, are at high risk of lower academic achievement, more frequent & negative disciplinary consequences, & more deleterious social behavioral outcomes.

Currently, the use of SWPBS practices & systems is increasing as a viable approach to improving the social & behavioral culture of schools through the use of constructive & preventive strategies.

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Early Conclusion #2

Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation.

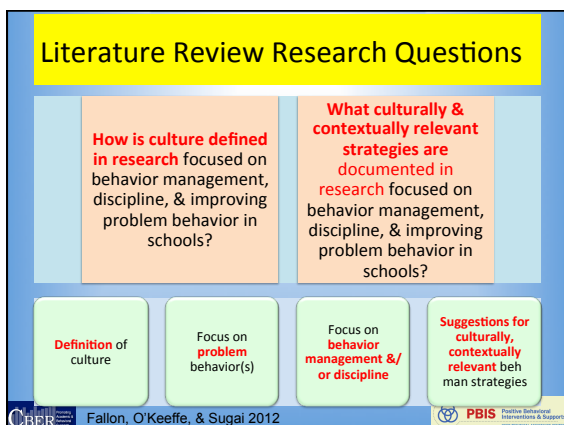
However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

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Our Starting Point

- Work from defendable theoretically foundation
- Adopt research-evidence based approach
- Establish operational/measurable definitions of culture & cultural relevance
- Develop guidelines for improving cultural relevance

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Findings

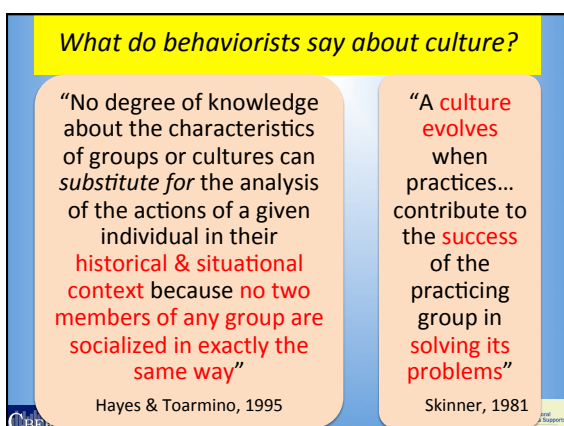
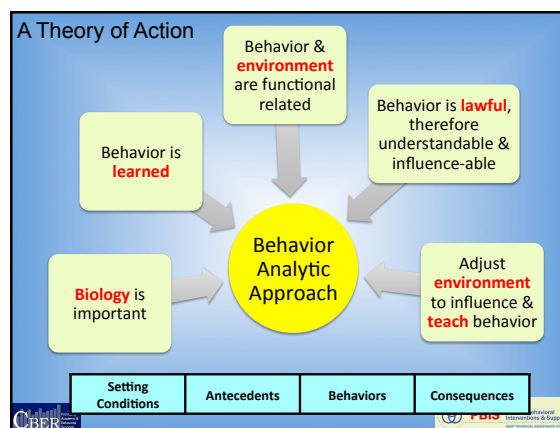
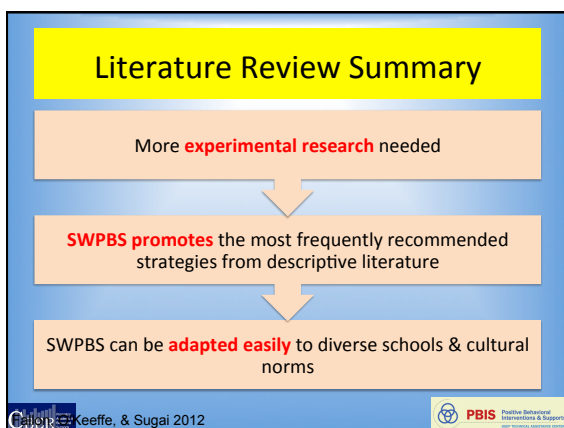
1991-2010 (n=297)

n = 297

| Qualitative | | | | |
|-------------|--------------------------|-------------------------|--------------|-------|
| Total | Intervention Description | Reviews/ Current Issues | Case Studies | Other |
| 21 | 9 | 8 | 2 | 2 |

| Quantitative | | | |
|--------------|-----------------|--------------|--------------|
| Total | Records Reviews | Case Studies | Experimental |
| 7 | 4 | 2 | 1 |

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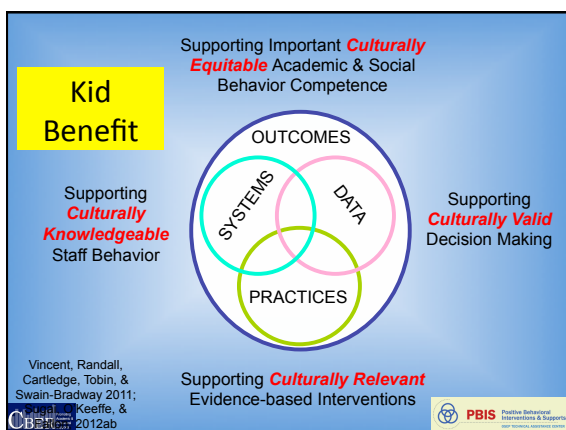
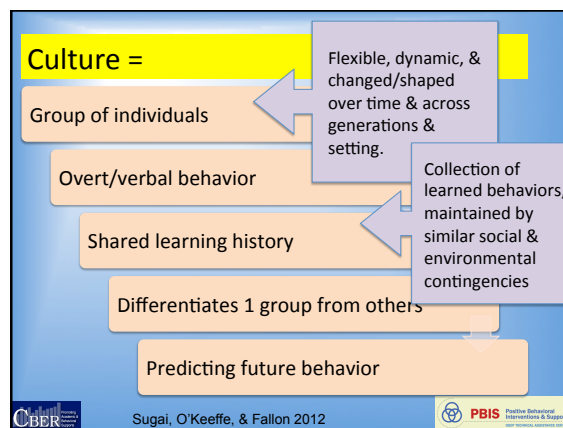
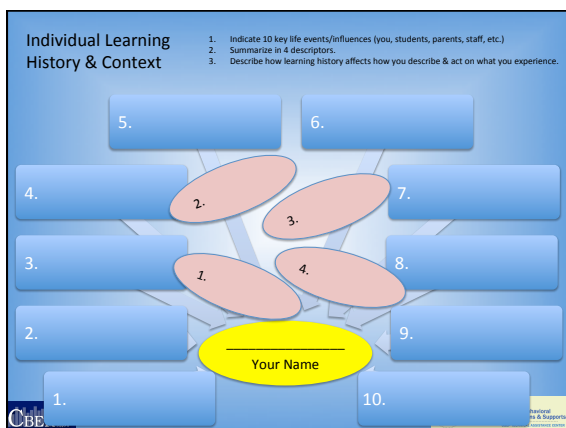


Table 3. SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance

| Element | Suggestions |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcomes | <ul style="list-style-type: none"> Identify educationally positive student social expectations and behaviors that have positive meaning, understanding, and acceptability across all students, all faculty and family members, and all school settings. Operationally define school-wide student social expectations and behaviors in observable and measurable terms. Translate school-wide social expectations and behaviors into language(s) of students and families. Review vocabulary, terminology, phrases, etc. for possible inappropriate, conflicting, oversimplified, etc. meaning. Establish high, challenging, achievable expectations for all students that are consistent of contextual and cultural learning histories. |
| Systems | <ul style="list-style-type: none"> Provide opportunities for faculty members to learn about the cultural norms, values, behaviors, customs, etc. of the community of students and their families. Ensure that membership of school leadership teams is representative of the cultural groups of the school and community. Operate school leadership team meetings in ways that are appropriate to the language, behavioral learning histories, etc. of its members. Establish contextually and culturally appropriate agreements about consistency of school-wide and classroom expectations and behaviors. Engage social behavior with students support structures and procedures. Provide formal system to acknowledge individual, small groups, and/or school-wide self-renewal with sustained fidelity and have students who achieve desired outcomes. Provide program feedback and encouragement on student, classroom, grade, and/or school-wide progress to faculty, family, and community members. |
| Practices | <ul style="list-style-type: none"> Develop lesson plans, posters, practices, activities, etc. so that language, images, messages, etc. are appropriate across cultural groups and school settings. Include students, family and faculty members in the selection and use of... |

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| | |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practices | <ul style="list-style-type: none"> Ensure that behavior specialists (e.g., special educators, school psychologists and counselors, social workers) have capacity to adapt practices to be contextually and culturally adequate Include and involve family and community members who can analyze, interpret, and make suggestions about the communications, behaviors, etc. of individual students and family and faculty members from a contextual and cultural relevance perspective. Use practices that have strong empirical foundation Use practices that have been documented as being effective and/or adaptable with individual students and faculty members who have varied contextual and cultural learning histories Use practices that can be adapted to the contextual and cultural learning histories of individual students and family and faculty members Individualize language, activities, reinforcers, etc. to be consistent of contextual and cultural learning histories of individual students and family and faculty members |
| Data | <ul style="list-style-type: none"> Use individual student data to guide selection, adaptation, implementation, and evaluation of evidence-based practices Collect and review individual student on a formative (e.g., daily, weekly) basis Establish data-decision rules that enable early progress evaluation and intervention effectiveness (e.g., "three consecutive days below criterion") |

CBEB Positive Behavioral Interventions & Supports

References

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- Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J. & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 13, 219-229.

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